



Person Specification

The criteria below will form the basis for short listing and the interview process. Candidates should therefore consider these when responding.

(A=Letter of application; I=interview, T=Task)

Criteria	Essential	Desirable	
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of recent relevant professional development • Recognised SEN professional development 	<ul style="list-style-type: none"> • NPQH/NCSL qualification • Desire to work towards leadership qualifications • DSL (Lv 4) 	A
Experience	<ul style="list-style-type: none"> • 3 years' experience in a specialist setting, as part of a SLT • Broad ranging experience in the Safeguarding field, with appropriate professional development maintained • Curriculum and pastoral experience at senior leadership level • Experience of working with children 11-19 demonstrating PMLD/SLD/ASCs • Evidence of applying knowledge and skills developed through recognised professional development to the dynamic operational environment of a school • Proven track record of raising educational standards, monitoring of performance of staff and experience of establishing strategies for developing effective teaching and deployment of support staff. • Sound financial understanding • Experience of leading, managing and developing teams across a variety of service delivery within a school • Understanding of the desirable outcomes of Specialist settings 	<ul style="list-style-type: none"> • A range of teaching experiences in more than one school • Experience across Key Stages • Working with staff and governors on the School Development Plan and School Self-Evaluation schedule • Lead figure in liaison with external agencies 	A
Knowledge & Understanding	<ul style="list-style-type: none"> • Knowledge of how to apply the revised Ofsted framework to school evaluation and improvement planning • Broad knowledge of how children learn and of strategies to overcome their wide range of barriers to maximise their learning potential • Knowledge of curriculum design, assessment and exemplary understanding of how effective target-setting and pupil tracking can lead to significantly improved results • Sound understanding and practical knowledge of the management of change and the sensitive handling of staff 	<ul style="list-style-type: none"> • Involvement in supporting staff at a variety of levels through the inspection process • Knowledge of the SEN Code of Practice • An understanding of SMSC and Fundamental British values and how they relate to a child's whole school experience • Relevant experience of personnel issues • Understanding of using financial resources effectively to benefit learners 	A I T



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<p>Shaping the future</p>	<ul style="list-style-type: none"> • High profile in school and community • Successful operational experience of leading whole school initiatives • Capacity to recognise and build on the considerable successes of the school and implement a vision with innovation leading to sustained improvement • Sound knowledge of current and future educational developments • Experience of successfully leading change and inspiring others 	<ul style="list-style-type: none"> • Promote the reputation of the school amongst the local community 	<p>A I</p>
<p>Leading Learning & Teaching</p>	<ul style="list-style-type: none"> • Ability to lead and inspire high quality teaching, learning and assessment • Ability to be able to build positive, mutually respectful relationships with a range of young people • Ability to inspire, demonstrate and support the highest of expectations for all • Commitment to a pupil-centred approach, within an equitable and inclusive school in which the academic and personal welfare of each pupil is paramount • Implements positive behaviour management and creates a pupil focused, inclusive and effective learning environment that promotes positive behaviour and attendance • Promoting a culture of celebrating success • To have a working and current knowledge and understanding of the changing curriculum, and the flexibility to adapt to meet need • To understand the effective use of data, assessment and target setting to raise standards/address weaknesses • Able to raise standards of achievement • Commitment to enrichment activities suited to the needs of the learners. 	<ul style="list-style-type: none"> • An appreciation of the relevant curriculum offer to vulnerable learners 	<p>A I</p>
<p>Developing Self and Working with others</p>	<ul style="list-style-type: none"> • Has proven track record in developing outstanding classroom practitioners • Ability to manage staff changes effectively and to motivate established teams • To be a high profile professional who demands excellence, confidence, trust and respect from the whole school and wider community • To have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people • A commitment to the health & welfare of pupils and staff through effective pastoral care • To promote the schools ethos of mutual respect, tolerance and empathy 	<ul style="list-style-type: none"> • Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through resolution 	<p>A I</p>
<p>Managing the Organisation</p>	<ul style="list-style-type: none"> • Ability to use strong and effective management systems underpinned by clear communication • Excellent written, verbal and non-verbal communication skills • Ability to produce and implement appropriate improvement plans and policies • Commitment to the continuation of our strong links and partnership with governors, staff, parents, pupils, district schools and the wider community. • A problem solver and solution finder 	<ul style="list-style-type: none"> • Successful experience of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value • Able to articulate specials schools funding model in terms of income and expenditure • Experience and knowledge of I.T. systems to support leadership and management, including timetabling 	<p>A I T</p>



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Securing Accountability	<ul style="list-style-type: none"> • Ability to delegate responsibility with accountability • Experience of self-evaluation • To understand effective school self-evaluation and the requirements of the inspections framework for schools 		A I
Strengthening Community	<ul style="list-style-type: none"> • A commitment to uphold and respect the ethos of the federation community • A commitment to working collaboratively • A commitment to raising standards and improving lives • A commitment to continuing staff development and high staff morale • A commitment to equality of opportunity • Commitment to promoting community links • Ability to recognise and build on the school's multi-agency links • Extensive experience of communicating with parents carers and all stakeholders in a range of circumstances. 	<ul style="list-style-type: none"> • Evidence of contribution to local community initiatives • Ability to continue to develop the school's response to the SEND's reforms and developments 	A I T
Personal Qualities & Attributes	<ul style="list-style-type: none"> • Has unconditional positive regard and unwavering optimism • Is passionate about the job, and enjoys working in education • Be adaptable, versatile and resilient in the face of adversity • Feels learning and education should be fun, and demonstrates this, inspiring others • Adopt a calm approach that inspires confidence loyalty, collaboration, and team spirit in the wider staff body • Articulate and approachable with excellent interpersonal skills both verbally and in writing • To have proven sound decision-making skills combined with the ability to lead, influence and manage change, acting decisively with rationale • To be proactive, innovative and versatile with a high level of drive, energy, enthusiasm, resilience, reliability, integrity and a sense of perspective • To be able to relate empathetically to staff, pupils, parents/carers, governors and other stakeholders • To be able to prioritise, plan and organise effectively • Is capable maintaining a healthy work =life balance, and promotes this across the staff 	<ul style="list-style-type: none"> • Is able to deal with setbacks positively, seeing challenges as golden opportunities • Is able to self-evaluate his/her own performance and 'knows what to do next' • A commitment to the long term development of the Federation • To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate conflict and resolve issues imaginatively 	A I
Safeguarding	<ul style="list-style-type: none"> • Displays commitment to the protection and safeguarding of children and young people • Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with the protection of children and young people • Will co-operate and work with relevant agencies to protect children and young people 		A I T